EVERY CHILD

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

CCR & Extended School Year Support
Priority Schools 2013
Cohorts 1 & 2

School Name: **Caverna High School**

Principal: **Brad Phipps**

Amount of Request: **$42,726.00**

Part One: Narrative Explanation of Extended School Year Programming

1. How does the school plan to use the funds to extend the school year for students? (Describe in detail the school and/or district plan to sustain an extended school year environment to support increased college and/or career readiness including attention to targeted gap groups, if appropriate.)

   The funds from this initiative would be used in a two part plan detailed as follows:

   <u>Student Internships</u>
   As educators we are well aware that not all students have an interest in attending college or other postsecondary institutions. Many of our students simply choose to enter the work force upon graduation from High School. It is with this knowledge in mind that we have collaborated with local businesses to offer a month long internship for students so that they may "try on" a particular job before determining a course of postsecondary action.

Internships would be monitored by a certified employee of the Caverna Independent School District, who would act as a program advisor. This person would be responsible for helping the students complete a cover letter, resume, and prepare for an interview prior to being placed at their "worksite." Additional duties would include mentoring and supporting students in goal setting, exploring a variety of job search venues and determining the qualifications for any areas of interest identified by students.

Because many of our students must work during the summer, offering a stipend would allow us to offset this barrier. Students would be paid a small "stipend" for completing their employment packet (cover letter, resume and application), participating in the pre-internship interview process, attending all assigned "work" hours and attending all meetings with the program advisor (2 each week in July – each session would be 1.5 hours long).

These initiatives would allow us to support our largest GAP group (free and reduced) in their College and Career Readiness. 82% of our Juniors who receive Free or Reduced meals are not College and Career Ready (based on their PLAN test scores from 10th grade); In our senior class 86% of our Free or Reduced students are not College and Career Ready as based on current ACT data.

The internship would begin July 1st and during the first two days, students would complete their employment packets, research their chosen career, be introduced to a variety of job search venues and prep for interviews. Interviews would be conducted on July 3rd and students would begin work on July 5th and continue in their position until August 2nd.

Internships would be available to rising Juniors and Seniors (as long as they met minimum working age requirements). The program would be offered to twelve students and placements would be secured that reflect their current interests.

Materials would be provided for students to complete their employment packets and transportation would be provided for those students who needed it.

SKYCTC (Southcentral Kentucky Community and Technical College): Increasing College and Career Readiness Summer Program.

Program description: The SKYCTC: Increasing College and Career Readiness Summer Program is a five week program designed to increase student's readiness for college as they increase their math skills, develop academic and personal skills that will promote success in college, and explore various types of careers. Participants will also participate in team building exercises to strengthen their ability to collaborate, problem solve, and develop a network to support their future pursuits.

Dates: July 1- August 2, 2013 (24 days), 9am – 3pm (6 hours total per day, includes ½ hour lunch, and 2 breaks) (no classes on July 4th)

Participants: Up to ten Caverna rising high school juniors or seniors that place at or above the minimal Compass or TABE score for placement into developmental education.

Students will have the opportunity to experience success in an area that many find challenging: mathematics. SKYCTC uses the Math Emporium Model, a proven practice that is increasing and accelerating student success in mathematics nationwide and helping students accelerate their progress through developmental math education and into college level courses. Enrolled in the Math Emporium course, students will spend little or no time listening to lectures and more time actively working on math on the computer and progress as fast as they desire. This is not computer aided instruction but computer immersed instruction where the teacher works as a tutor. The lessons will be taught in module format where students cannot progress to a new sequential module until they have mastered the previous module. The computer software is set up to teach, modify the program as students work through the modules, and then reteach the material when necessary. Students may be able to progress through some, several, or all developmental classes during this program.

Students will enroll in GEN 102, Foundations of Learning, a college level course (3 credits). This course will present strategies that promote academic and personal success in college, including utilizing campus resources, learning and memory, self-management, critical reading, critical thinking, classroom skills, and career exploration. Again, research has found that students who attend "college success courses," become familiar with the college environment and expectations, and develop learning and memory, self-management, critical reading, critical thinking, and classroom skills, alongside career exploration, are more likely to be successful and continue through college to completion.

Students will learn about careers (which may include robotics, healthcare, recreation, or 3D computer imaging used for gaming) and the academic or technical programs necessary to prepare them for those careers by meeting the related faculty and participating in informative and interactive activities. Field trips may be included to support these experiences.

In addition, the coordinator of the program will build on these three program components and facilitate exercises to develop the class as a team.

By what data sets and subsequent analysis was this plan determined? *(Example: 2011 - 2012 CCR 24%... Using funds from this grant we will increase the CCR for 2012 – 2013.)*

The percent of students who were CCR during the 2011-2012 accountability cycle was 17.5%. Using funds from this grant we will increase the CCR for 2012-2013.

2. What are the intended outcomes of this plan for the extended school year programming?

The extended school-year is being established in an effort to support the postsecondary goals of our students. For those students who plan on entering college or a technical school upon graduation, it is imperative that we make every effort to minimize their need for academic remediation during their freshman year.

Additionally, we must support the endeavors of our students who choose to enter the workforce by providing them with effective strategies to use in securing a position in today's competitive job market. These strategies would be developed through the use of internships which would allow students to explore a variety of job opportunities; the use of a program advisor to support students in building a basic understanding of the expectations and behaviors that are required to be successful in their chosen field; and, opportunities to build and write a resume, develop a cover letter, interview for a position and use a variety of resources to seek employment.

3. In addition please list the person(s) name and explain their qualifications that will be both monitoring and/or administering this extended school year work supported by these additional funds.

Brad Phipps, Principal
Caverna High School

Mr. Phipps has been the high school principal for the past three years and has shown a strong understanding of CCR.

Marlene West will be hired as the Internship Program Advisor. Marlene has had 7 years experience as a high school teacher and taught several business programs at Caverna High School.

Krystal Sikiam will be hired as the on-site coordinator for the SKYCTC Cohort program. Krystal has been a member of the high school staff for 7 years and has been involved in program design and career readiness at the high school.

These three individuals will be responsible for the implementation and day-to-day activities within the scope of the grant.

Part Two: Examination of trend data for Extended School Year Programming

An example of a listing of trend data is below for your review. Please include any data tables and/or analysis you have used to determine the programming for the requested funds for the extended school year programming grant.

ACT Trend Data-High School

School Year	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Composite Average Score
2009-2010	Caverna High	14.6	16.0	16.8	16.6	16.1
2010-2011	Caverna High	14.6	16.1	16.8	16.6	16.2
2011-2012	Caverna High	15.2	16.8	16.7	16.0	16.3

PLAN Trend Data-High School

Year	District Name	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Comp. Average Score
2009-2010	Caverna	Caverna High	13.9	14.8	14.8	16.6	15.1
2010-2011	Caverna	Caverna High	14.0	14.8	14.7	16.9	15.2
2011-2012	Caverna	Caverna High	13.9	15.4	15.4	16.7	15.5
2012-2013	Caverna	Caverna High	14.6	15.7	15.3	16.9	15.5

EXPLORE Trend Data-Middle School

Year	District Name	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Comp. Average Score
2009-2010	Caverna	Caverna Middle	12.7	13.6	12.7	15.4	13.8
2010-2011	Caverna	Caverna Middle	11.6	13.6	13.0	15.1	13.5
2011-2012	Caverna	Caverna Middle	12.9	14.9	14.2	16.2	15.0
2012-2013	Caverna	Caverna Middle	13.8	14.7	13.9	16.2	14.7

Insert other data tables and narrative explanations as appropriate.

Below are tables depicting the percentage of students who met benchmarks in each content area:

ACT Trend Data-High School

Year	Percent Meeting English Benchmark	Percent Meeting Math Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Science Benchmark
2008-2009	35.4%	8.3%	27.1%	6.3%
2009-2010	25.0%	4.2%	12.5%	4.2%
2010-2011	21.2%	3.8%	21.2%	3.8%
2011-2012	24.5%	4.1%	16.3%	2.0%
2012-2013	28.0%	9.0%	23.0%	2.0%

PLAN Trend Data-High School

Year	Percent Meeting English Benchmark	Percent Meeting Math Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Science Benchmark
2008-2009	53.6%	5.8%	27.5%	5.81%
2009-2010	46.7%	8.3%	28.3%	10%
2010-2011	40.6%	6.3%	28.1%	6.3%
2011-2012	39.5%	7.0%	30.2%	7.0%
2012-2013	54.0%	13.0%	35.0%	15.0%

EXPLORE Trend Data-High School

Year	Percent Meeting English Benchmark	Percent Meeting Math Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Science Benchmark
2008-2009	38.6%	10.5%	14.0%	3.5%
2009-2010	42.9%	23.8%	23.8%	11.9%
2010-2011	30.9%	14.5%	25.5%	3.6%
2011-2012	42.3%	19.2%	38.5%	3.8%
2012-2013	62.5	23.4	29.7	14.1

Part Three: Collaboration and Budget for Extended School Year Programming

Please list the names and roles of all parties who collaborated to develop this plan:

Debbi P. Lindsey, Assistant Superintendent
Director of Curriculum and Instruction

Brad Phipps, Caverna High School Principal

Dr. Sam Dick, Superintendent
Caverna Independent Schools

Dr. Maggie Shelton
SKYCTC Technical College

Please list the name(s), role(s), and unique attributes and/or qualifications of any staff assigned to this extended school year programming funding request:

Marlene West will be hired as the Internship Program Advisor. Marlene has had 7 years experience as a high school teacher and taught several business programs at Caverna High School.

Krystal Sikiam will be hired as the on-site coordinator for SKYCTC Cohort program. Krystal has been a member of the high school staff for 7 years and has been involved in program design and career readiness at the high school. She has an excellent rapport with the students and is dependable and very responsible.

Please complete the budget detail document that outlines the MUNIS Codes that should be used, amount requested for each code, and details of what the monies will support.

Superintendent or Designee

Signature: _Samuel Dick_   Date: 3/12/13

Building Level Principal

Signature: _Brad Phipps_   Date: 3/12/13

BUDGET NARRATIVE: CCR & Extended School Year Support 2013

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0112	Career Coach Stipend & Stipend for On-Site Coordinator for Southcentral Kentucky Community and Technical College (SKYCTC) Cohort	$5000.00

Career Coach -- $20 per hour (initial two days of resume development, visits to job sites, interview coaching, collection of student time sheets, 8 meetings with students—two per week to continue job search and career skill building, continuation of ILP work, etc.) Also covers time spent transporting students to job site if transportation is an issue for the student. Total of up to 125 hours.

On-Site Coordinator for SKYCTC Cohort -- $20 per hour (to be onsite (CHS) to ensure that students make the bus, take roll, be a school contact in case of an emergency at SKYCTC, to recruit students for the program, complete all necessary insurance and emergency forms and serve as a contact for parents, and be at the school when the bus returns to ensure all students return home safely). Total of up to 125 hours.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0130	Bus Driver Salary	$3840.00

Time spent on SKYCTC Trips. Bus Driver will remain on campus during the day to allow for field trip travel, etc. 8 hours per day x $20 per hour x 24 days.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0221	FICA	$239.00

6.20% of $3840 salary for the bus driver.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0222	Medicare	$129.00

1.45% of $3840 salary for bus driver, 1.45% of $2500 stipend for career coach, 1.45% of $2500 stipend for on-site coordinator for SKYCTC Cohort.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0231	KTRS	$733.00

14.65% of $2500 stipend for career coach & 14.65% of $2500 stipend for on-site coordinator for SKYCTC Cohort.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0232	CERS	$726.00

18.89% of $3840 salary for bus driver.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
240	Tuition Costs	$18050.00

This reflects a "cohort" cost for 6-10 students to attend classes for 24 days at SKYCTC. This includes the cost of instructors, access to the Math Emporium computer based class and access to My Math Lab and will result in the students experiencing one-on-one tutoring and instruction in Math. For this "cohort" students will also receive a 3 hour credit for Gen 102 (a college success course) upon successful completion of the class.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	Workman's Compensation	$89.00

1.00% of $3840 salary for bus driver, 1.00% of $2500 stipend for career coach and 1.00% of $2500 stipend for on-site coordinator for the SKYCTC cohort.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0610	Supplies	$2700.00

The following items will be purchased using these funds: resume paper for internship students ($125); resume covers for internship students ($75.00); Binders for internship materials ($50.00); *Creating Your High School Resume* CD & Workbook for teacher use for the internship program ($25.00); Notebooks for all CCR students ($150.00); Pen & Pencils for all CCR students ($175.00); backpacks for all CCR students ($600.00); Graphing Calculators for SKYCTC Cohort members ($1000.00); Miscellaneous Supplies paid to SKYCTC Tech for texts and other materials ($500.00).

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
616	Meal & Snack Costs	$5000.00

Amount to be paid to SKYCTC as part of the Cohort cost for the 24 day program ($4500.00); Snacks and food for first two days of Internship Program ($500.00).

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
644	Books/Resources	$900.00

Creating Your High School Resume-Student Workbook & Shipping ($300.00); *Interviewing for a Job* – teacher and student books and shipping ($350.00); *Teen Guide: Job Search* – Student and teacher books and shipping ($250.00);

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0894	Student Travel/Trips	$5320.00

Mileage to SKYCTC 24 days x 80 miles per day x $2.45 per mile ($4704.00); Field Trips from SKYCTC $2.45 x 200 miles ($490.00); Mileage for use of the van by the Career Coach to take students to and from their employment site if necessary, to make workplace visits; to collect time sheets, deliver students to twice weekly meetings, etc. $.42 x 300 miles ($126.00).

*Attachment – SKYCTC's breakdown of costs...all SKYCTC salaries were included in tuition cost.

budget

Shelton, Maggie (Bowling Green) [maggie.shelton@kctcs.edu]
Sent: Tuesday, March 12, 2013 6:16 AM
To: Lindsey, Debbi

Program Coordinator	$6,000
Benefits	2,400
Student Assistant/ tutor	3,150
Math Emporium and Gen 102 Instructors	4200
My Math Lab access	1100
Four Stipends for field trips instructors 4 instructors	1200
final day • morning field trip (ex. Corvette museum of lost river) • awards and party	230
Supplies, t shirts, textbooks	450
Food: lunch, snacks	4320
Total	$23050

Thank you.

Dr. Maggie Schmid Shelton

Vice President of Academic Affairs
Southcentral Kentucky
 Community and Technical College
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Bowling Green, KY 42101
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Please note: Bowling Green Technical College has a new name:
Southcentral Kentucky Community and Technical College (SKYCTC) *– a name that honors the ten-county region we serve and reflects our comprehensive mission to offer technical and transfer education, adult education, and workforce training.*